

# EFFECTIVE MOTIVATION IN LANGUAGE LEARNING

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## ABSTRACT

This research is about the importance of the integrative, instrumental, and work avoidance motivation in second language learning and being successful. Firstly, we had a motivation questionnaire then we applied this questionnaire and the achievement test to 90 students in Education Faculty English Department. Before the motivation questionnaire (Goal Orientation Scales), we want the questionnaires to be honest because it is necessary for the reality of results. At last, the results show us the students mostly study for learning something about English. In addition, we saw that the students avoid doing homework or studying hard. You can find differences in sex while learning a foreign language.

In this research, you can find relation between the integrative, instrumental, work avoidance and the success of second language learning.

**Key Words:**    **Second Language Learning, Motivation Questionnaire, Effective Motivation in Language Learning, Differences in Sex While Learning a Foreign Language.**

## I. LITERATURE REVIEW

The second set of dimensions is based on work or intrinsic and extrinsic motivation. Intrinsic motivation refers to being motivated and curious enough to be engaged in an activity for its own sake (Vansteenkiste, M., Simons, J., Lens, W., Sheldon, K. M., & Deci, E. L. (2004)). Intrinsic motivation is considered to be highly self-determinant in the sense that the reason for reading is linked solely to the individual's positive feelings while reading. The findings of some important studies have led some researchers to hypothesize that the intrinsic motivation described above is related to reading involvement, reading curiosity, reading frequency and reading amount. Increased intrinsic motivation has been related to greater interest in the reading material, higher reading performance, higher amount (Wigfield, A., Guthrie, J.T., Tonks, S., & Perencevich, K.C. (2004)), higher frequency, higher achievement in text-comprehension tasks (Benware, C. & Deci, E. L. (1984)), and higher sense of competence (Miller, R.B., Behrens, J.T., Greene, B.A. and Newman, D., (1993)) the dimensions based on intrinsic motivations are reading curiosity, reading involvement and importance of reading. Reading curiosity is the individual's desire to learn about a particular topic of interest. Reading involvement is the enjoyment of experiencing different kinds of literary or

informal texts. Importance of reading is the individual valuing of different tasks or activities. Different dimensions of extrinsic motivation are also highlighted. Motivation refers to efforts directed toward obtaining external recognition, rewards, or incentives (Deci, E. L., Vallerand, R. U., Pelletier, L. G., & Ryan, R. M. (1991)). Extrinsic motivation reflects the fact that children do much of their reading when their reading performance is evaluated and compared to others' performance. The dimensions based on motivations include reading recognition is the gratification in receiving a tangible form of recognition is the reading. Reading for grades is the desire to be favourably evaluated by the teacher. Reading competition is the desire to outperform others in reading.

## **2. STUDY**

### **2.1. Research Questions**

What is the effecting of the integrative, instrumental, and work avoidance motivation on students' second language learning success?

Motivation is the feelings of the learner towards the particular target language and culture and individual's reasons for learning language.

In this research, I aimed investigating the role of grade and sex differences and investigating the avoidance and performance of the students in learning second language.

### **2.2. Participants**

I made this research at Ataturk University Kazım Karabekir Education Faculty to second, third and fourth-class students. I applied the motivation.

The students in these classes whom I applied the questionnaire were 90, 58 of them were females, 32 males. All students took part in my research replied the questionnaire honestly and helped me to do this research.

### **2.3. Measure**

In this research, I use the motivation questionnaire. I use the motivation questionnaire. They were applied to 90 students at Ataturk University Kazım Karabekir Education Faculty to second, third, and fourth-class students. My questionnaire was to find the motivation, performance, and avoidance of the students. I aimed to consider to the success of students in learning second language.

## 2.4. Data Analysis

### Descriptive Statistics

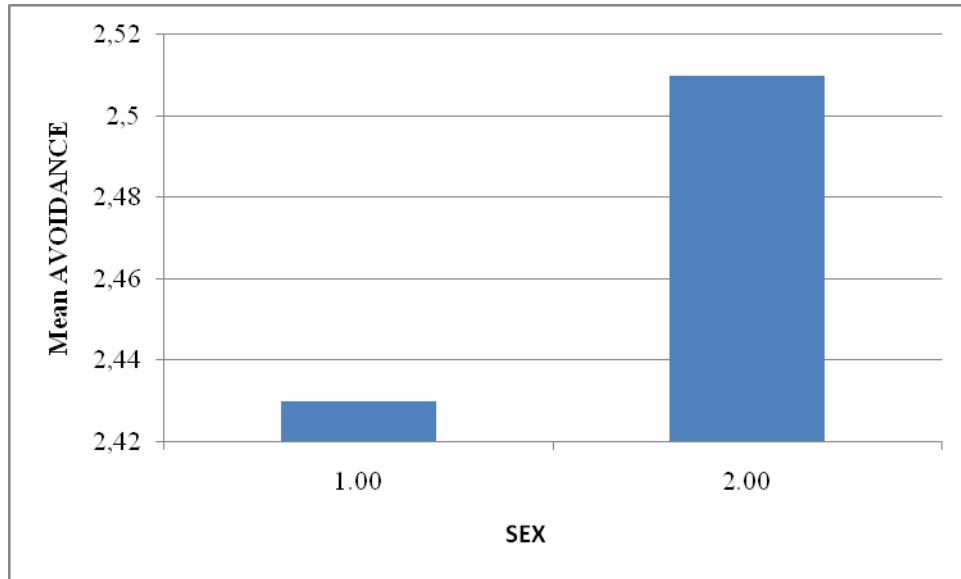
	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
S1	90	3,00	4,00	3,8444	,3645
S2	90	1,00	4,00	3,4556	,6026
S3	90	1,00	4,00	3,6444	,5866
S4	90	1,00	4,00	2,8111	,7917
S5	90	1,00	4,00	2,8333	,8245
S6	90	1,00	4,00	3,4667	,6034
S7	90	1,00	4,00	3,0111	,8931
S8	90	1,00	4,00	2,4000	,8453
S9	90	1,00	4,00	2,5667	,8747
S10	90	1,00	4,00	2,3556	,7238
S11	90	1,00	4,00	1,7667	,6712
S12	90	1,00	4,00	2,4778	,8377
S13	90	1,00	4,00	2,5000	,9510
S14	90	1,00	4,00	3,1222	,7618
S15	90	1,00	4,00	2,2222	,9805
S16	90	1,00	4,00	2,1889	,9105
S17	90	1,00	4,00	3,0667	,8045
S18	90	1,00	4,00	2,5222	,1,0410
S19	90	1,00	4,00	2,3778	,9066
S20	90	1,00	4,00	2,5556	,9843
S21	90	1,00	4,00	2,0889	,7442
S22	90	1,00	4,00	2,1444	,7726
Valid N (Listwise)	90				

**Table 1. Descriptive Statistics**

	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Instrument	90	2,00	4,00	3,3426	,3717
Integrate	90	1,20	4,80	2,5278	,5430
Avoidance	90	1,33	3,83	2,4593	,4885
Valid N (Listwise)	90				

As seen in Table 1, students endorse instrumental motivation most. As known, instrumentally motivated students study to have better grades.

**Graphic 1.**



In graphic 1, 1.00 shows female students, 2.00 shows male students.

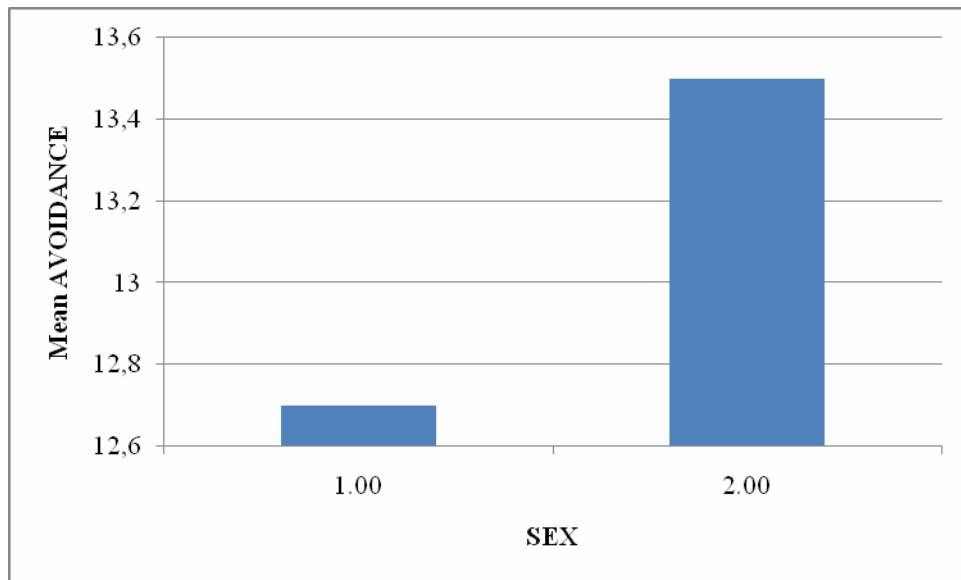
The graphic 1 displays that mostly male students prefer working instrumental. The same attitude is identified worldwide. Similarly, male students are more motivated to avoid work. They want to achieve with little effort.

#### ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Instrument	Between Groups	,298	2	,148	1,073	,346
	Within Groups	12,002	87	,138		
	Total	12,298	89			
Integrate	Between Groups	,293	2	,147	,491	,613
	Within Groups	25,947	87	,298		
	Total	26,241	89			
Avoidance	Between Groups	1,775	2	,888	3,968	,022
	Within Groups	19,464	87	,224		
	Total	21,240	89			

A third analysis of data covered an ANOVA, which is displayed on the table. As can be seen on the table, the only significance appeared on avoidance.

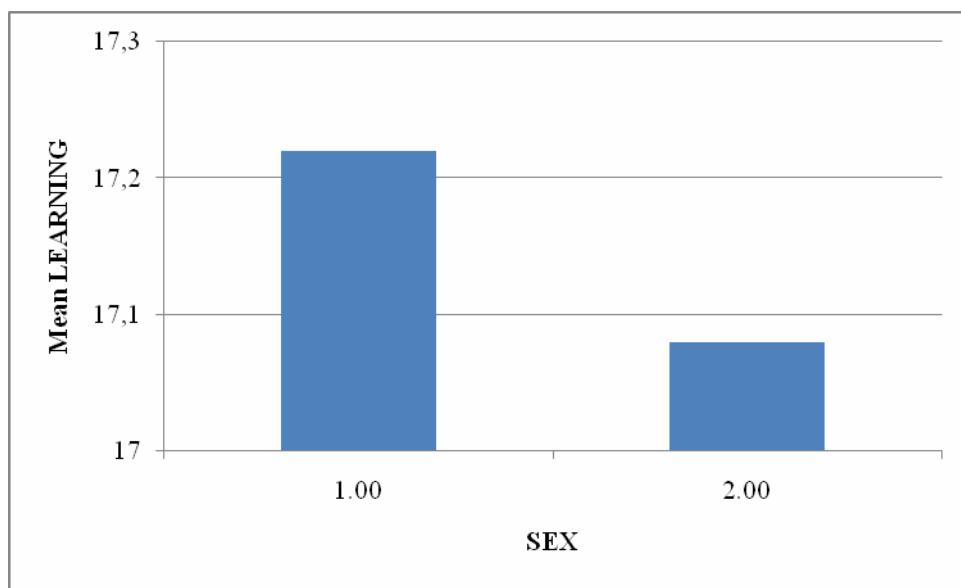
**Graphic 2.**



In graphic 2, 1.00 shows female students and 2.00 shows male students.

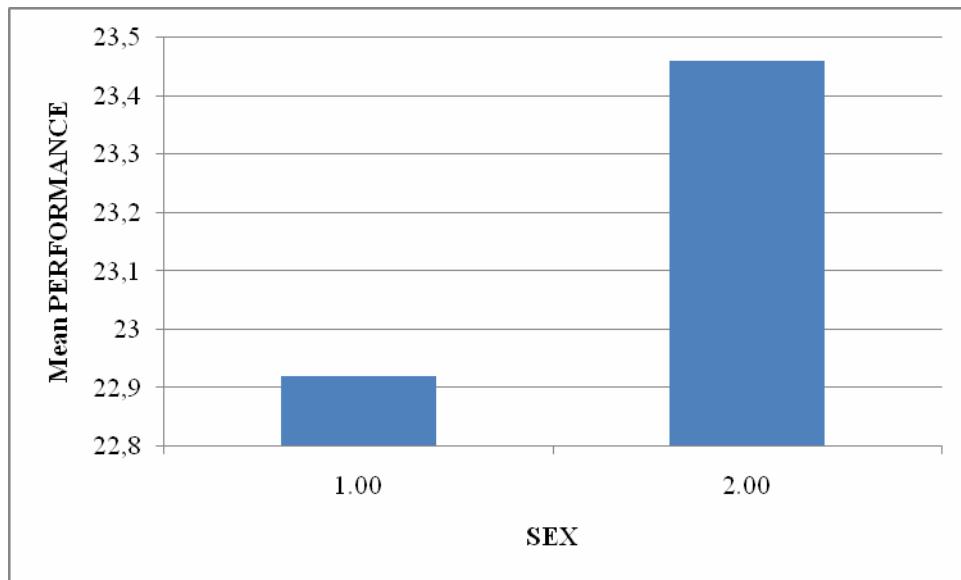
This graphic shows that how much students like to take responsibilities. We see that female students are more likely to take responsibilities than males in second language learning.

**Graphic 3.**



In graphic 3, 1.00 shows female students and 2.00 shows male students. The graphic shows the interests of the males and females in learning and acquiring. We see that females are learning more than males in second language learning.

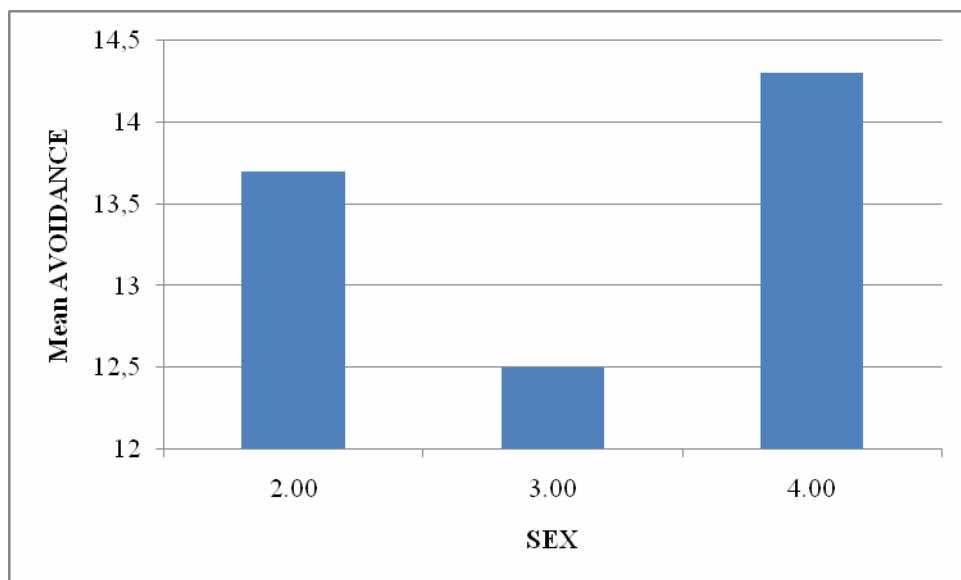
**Graphic 4.**



In graphic 4, 1.00 shows female students and 2.00 shows male students.

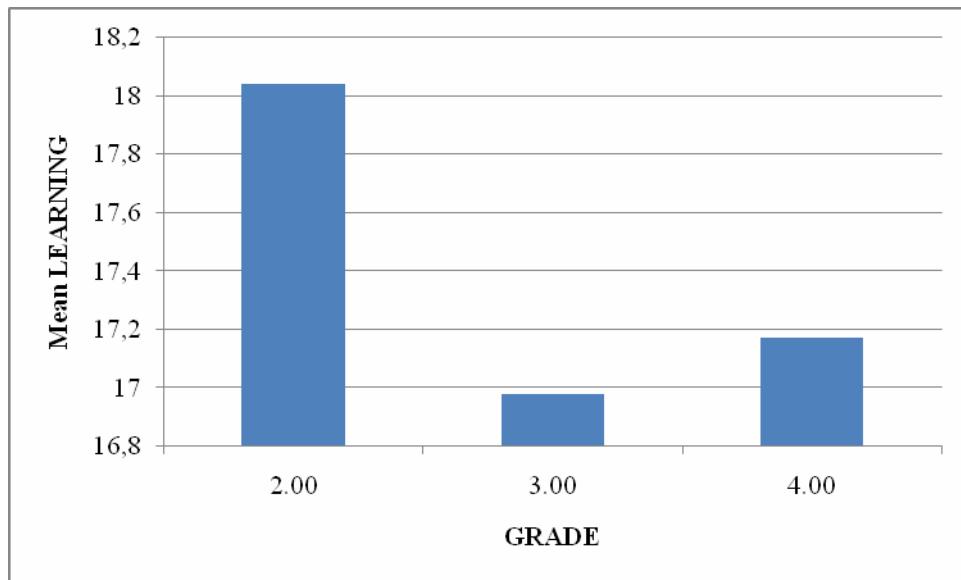
This graphic shows the average of performance of the students. We see that males show more performance than females do in second language learning.

**Graphic 5.**



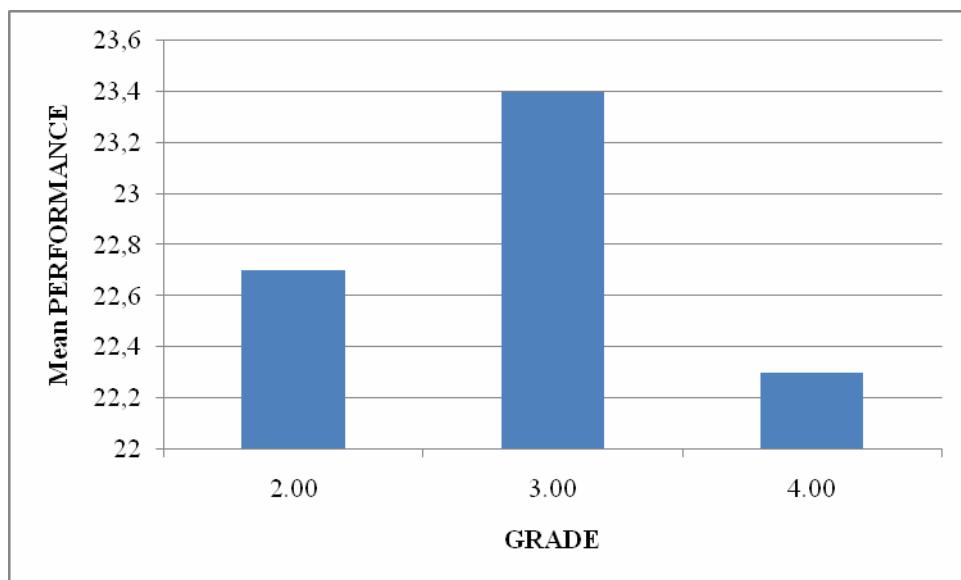
In graphic 5, 2.00 shows 2<sup>nd</sup> class, 3.00 shows 3<sup>rd</sup> class and 4.00 shows 4<sup>th</sup> class. According to the graphic, 3<sup>rd</sup> class students are less want to take responsibilities than the 2<sup>nd</sup> and 4<sup>th</sup> class students in second language learning.

**Graphic 6.**



In graphic 6, 2.00 shows 2<sup>nd</sup> class, 3.00 shows 3<sup>rd</sup> class and 4.00 shows 4<sup>th</sup> class. According to the graphic 6, the 2<sup>nd</sup> class students are more successful in learning second language than the 3<sup>rd</sup> and 4<sup>th</sup> class students.

**Graphic 7.**



In graphic 7, 2.00 shows 2<sup>nd</sup> class, 3.00 shows 3<sup>rd</sup> class and 4.00 shows 4<sup>th</sup> class. According to the graphic 7, the 3<sup>rd</sup> class students show more performance than the 2<sup>nd</sup> and the 4<sup>th</sup> class students in second language learning.

### 3. CONCLUSION

In this research, it has been aimed to consider the effects of motivation, sex, and grade differences, avoidance, and performance in learning second language. It has been found very interesting results in this research. For instance, the male students do not want to take responsibilities and they avoid to their works. Nevertheless, the female students like to take responsibilities. In addition, the female students are more successful than the male students in learning second language are. In another way, male students show more performance than the females do in learning second language. According to the research, the 2<sup>nd</sup> class students are more successful than the 3<sup>rd</sup> and 4<sup>th</sup> class students in learning second language. And the 3<sup>rd</sup> class students don't like to take responsibilities. The 4<sup>th</sup> class students don't avoid to their work. The 2<sup>nd</sup> class students show more performance than the 3<sup>rd</sup> and 4<sup>th</sup> class students in learning target language.

Consequently, teachers should decrease the performance of female students and 3<sup>rd</sup> and 4<sup>th</sup> class students. Especially females can be more successful in target language. Because they like to learn a new language and they don't avoid to their responsibilities. Males can be more successful if wouldn't avoid to their works and responsibilities. Because they show great performance in learning second language.

In this century, English is the universal language, and the people must learn English very well also the students. If we tell the importance of English, we will help their learning. We should motivate students to learn English for their future career. They must understand that they will learn English for themselves.

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